

Nevada's Education Performance System

The next generation accountability and support system per approval of the State's ESEA Flexibility Request (i.e., Waiver)

In September 2011, the US Department of Education offered states the opportunity to seek flexibility in implementing requirements previously established through No Child Left Behind (NCLB), the last reauthorization of the Elementary and Secondary Education Act (ESEA). Nevada gathered input from literally thousands of stakeholders and worked in deep collaboration with school district leaders and others to create a new system for identifying and supporting student, educator, school, district, and state performance. This page summarizes essential points in the new Education Performance System that Nevada will now begin to implement as a result of the approved application. The full Waiver application is available at doe.nv.gov. as is a Frequently Asked Questions (FAQ) document and an in-depth PowerPoint presentation that outlines the changes to Nevada's accountability and support systems.

Preparing every student to be college and career ready is achieved through effective instruction and the systems that support it. Through the opportunity to seek flexibility from the requirements of No Child Left Behind (i.e., ESEA Waiver), Nevada has created a new Education Performance System to achieve this goal.

The Need for Change

- The system under NCLB did not adequately support every Nevada student to be college and career ready, nor were Nevada core content standards in English Language Arts (ELA) and Mathematics sufficiently rigorous to prepare students to graduate ready for 21st century success.
- Under NCLB, student improvement (growth) was not reported or used to judge school success, and schools were judged to be either failing or succeeding, without attention to the nuances of any school challenges.
- The AYP-based accountability model didn't help schools, districts, and the state to systemically prioritize school and district supports and rewards, nor were those supports routinely aligned to data-driven needs.

The New Education Performance System

- To increase expectations for Nevada students, the Common Core State Standards were adopted for English Language Arts and Mathematics. The CCSS expect students to master more rigorous content, and to develop skills in problem-solving and to deepen their abilities to meaningfully think about their thinking and learn about the ways they learn
- The new performance system is built upon locally determined values, and is designed to be fair, credible, defensible, accurate, feasible, and transparent.
- Nevada's System now looks at student performance in a number of areas, using multiple measures of student data including student growth, proficiency, graduation rates, college and career readiness, and attendance rates.
- Through the Education Performance System, supports for schools will be prioritized and resources will be aligned based on identified priorities as established through data-driven needs.
- The System is designed to support the alignment of PreK-12 standards, curriculum, pedagogy, assessment, personnel evaluation, and professional development.
- The Nevada School Performance Framework (NSPF) is an integral component of the Education Performance System, shifting the state away from AYP, to a five-star classification approach, with each school earning a rating of 1, 2, 3, 4 or 5 stars.
- For elementary and middle schools, star ratings in the NSPF are based on student growth, proficiency, subpopulation performance gaps, and other indicators. High school ratings are based on student proficiency, subpopulation performance gaps, growth, graduation, career and college readiness, and other indicators.
- For all schools, the NSPF will provide actionable feedback to schools and districts to help determine if current practices are aligned to improve educational outcomes for students.
- The NSPF increases the focus on student subpopulations, lowering the minimum student n-size from 25 to 10. When a school has fewer than 10 students who receive free and reduced lunch (FRL), are English language learners (LEP), or have disabilities (IEP) subgroups, the students are combined to create a "supergroup," allowing the school to be held accountable for more students than under AYP.
- In addition to star ratings, a small number of schools have also been designated as Focus Schools or Priority Schools. Focus schools are those Title I schools with challenges in the achievement of one or more subsets of students, including students with disabilities, English language learners, and/or students receiving free and reduced lunch. Priority Schools are those Title I schools with very low graduation rates and/or low performance for all groups of students.